

# LESSON PLAN

Student:	Lesson #60
Length: 45-60 minutes	Date:
Instructor:	Time:
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills used in this lesson and the scope and sequence that it follows were created by the Dyslexia Training Institute. The pictures used in the connected text section come from pixabay.com.	

## Section 1: Sight Word Study Method and Review Drills

<b>Sight Words – 5 minutes</b>	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
<b>Short Vowel Drill – 3 minutes</b>	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
<b>Phonemic Awareness Drill – 3 minutes</b>	
Equipment: differently coloured blocks of uniform shape Word List: re, ren, rent, runt, ru, ri, bi, by, my, ty, try, fry	Notes
<b>Visual Drill – 2 minutes</b>	
Equipment: card pack of graphemes on which student is currently working written on index cards consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z single grapheme vowels: a,e,i,o,u,y begin. consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp exceptions to closed syllable rule: all, ang, ank, ing, ink, old, ild, ind consonant digraphs: ch, sh, ph, wh, th other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que	Notes
<b>Auditory Drill – 2 minutes</b>	
Equipment: Same pack of index cards that you used for the visual drill consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ single grapheme vowels: /a/ /e/ /i/ /o/ /u/ /y/ beginning consonant blends: /bl/ /cl/ /fl/ /gl/ /pl/ /sl/ /br/ /cr/ /dr/ /fr/ /gr/ /pr/ /tr/ /sc/ /sk/ /sm/ /sn/ /sp/ /st/ /sw/ /tw/ /scr/ /spl/ /spr/ /squ/ ending consonant blends: /ct/ /ft/ /lt/ /pt/ /nt/ /st/ /xt/ /lf/ /lk/ /lp/ /ld/ /mp/ /sk/ /sp/ exceptions to closed syllable rule: /all/ /ang/ /ank/ /old/ /ild/ /ind/ consonant digraphs: /ch/ /sh/ /ph/ /wh/ /th/ other: /tch/ /ck/ /ca/ /ce/ /ci/ /co/ /cu/ /cy/ /cl/ /cr/ /ct/ /gl/ /gr/ /ga/ /ge/ /gi/ /go/ /gu/ /gy/ /mb/ /wr/ /kn/ /dge/ /gh/ /que/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

1. Put all syllables on index cards. Place the cards in three columns with “Syllable #1” cards in first column, “Syllable #2” cards in second column, and “Syllable 3” cards in third.

e	vel	tic
de	ca	op
vol	quip	no
e	e	ment
vid	o	o
vi	las	lin

2. Complete, the drill by asking the student to do the following things:

- read down each column, from left to right.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (elastic, develop, equipment, video, violin).
- discuss meaning of each word and ask student to use each word in a sentence.

Notes

### Review of Recent Rules and Concepts – 10 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: ca, volcano, lin, violin, video, vel, develop

Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

#### **Topic: Syllabication**

Equipment: letter tiles, syllabication worksheet

1. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words: volcano (vol-ca-no), elastic (e-las-tic), vid-e-o (vid-e-o)

#### **Topic: Review of the Open Syllable**

1. Ask student to take out open syllable rule card:

- a. an open syllable has one vowel
- b. It is not followed by one or more consonants
- c. The vowel is long

2. Practice proving the rule card using letter cards in a Yes/no sort for open syllable:

Syllables: e, quip, ment, de, vel, op, vol, ca, no

#### **Topic: “y: as a vowel**

Materials: magnetic letter tiles for song and index cards for word sort

1. Ask student to take out ‘y’ rule card:

- ‘y’ will be a vowel when it is anywhere in the word other than the first letter

Notes

<ul style="list-style-type: none"> <li>• ‘y’ at the end of a syllable base/root words will make the long /i/ sound</li> <li>• ‘y’ at the end of a two or more syllable word will make the long /e/ sound</li> </ul> <p>Have student do sorting drill to prove the rule by sorting words into these categories:</p>			
Y is a consonant	Y makes short I sound	Y makes the long I sound	Y makes the long E sound
yum	Wynn	my	holy
yag	gym	sty	funny
yam	sym	pry	tiny
yim	phys	hy	navy
<b>New Content/New Rule – 0 minutes</b>			
No new content. This is a review lesson.			Notes
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>			
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: elastic, holy, sun, sunny, tiny			Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>			
Words: my, pry, why, fry, lady, tiny, ho, holy, navy, e, quip, ment, equipment, vol, ca, no, volcano, halo			Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>			
“The Odd Kitten” story			

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: sly, violin, funny, fry	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: navy, halo, pry, by, video	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. It was sunny and hot when the lady was on a trip. 2. The video equipment had a problem. 3. The funny kittens got an egg and ran to a volcano.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Definition of open syllable - ‘y’ as a vowel <u>Homework:</u> Practice sight words (reading and writing)	Note

<b>e</b>	<b>vel</b>	<b>tic</b>
<b>de</b>	<b>ca</b>	<b>op</b>
<b>vol</b>	<b>quip</b>	<b>no</b>
<b>e</b>	<b>e</b>	<b>ment</b>
<b>vid</b>	<b>o</b>	<b>o</b>
<b>vi</b>	<b>las</b>	<b>lin</b>

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

volcano

elastic

video

Scooping Syllables Worksheet

**VCCV Words: usually divide the word between the two consonants.**

vōl cā nō  
o c o

ē lās tīc  
o c c

vīd e o  
c o o

<b>Yes</b>	<b>No</b>
<b>e</b>	<b>quip</b>
<b>de</b>	<b>ment</b>
<b>ca</b>	<b>vel</b>
<b>no</b>	<b>op</b>
	<b>vol</b>

<b>y = consonant</b>	<b>y = short <i>i</i></b>	<b>y = long <i>i</i></b>	<b>y = long <i>e</i></b>
<b>yum</b>	<b>Wynn</b>	<b>my</b>	<b>holy</b>
<b>yag</b>	<b>gym</b>	<b>sty</b>	<b>funny</b>
<b>yam</b>	<b>sym</b>	<b>pry</b>	<b>tiny</b>
<b>yim</b>	<b>phys</b>	<b>hy</b>	<b>navy</b>



<b>my</b>	<b>e</b>
<b>pry</b>	<b>quip</b>
<b>why</b>	<b>ment</b>
<b>fry</b>	<b>equipment</b>
<b>lady</b>	<b>vol</b>
<b>tiny</b>	<b>ca</b>
<b>ho</b>	<b>no</b>
<b>holy</b>	<b>volcano</b>
<b>navy</b>	<b>halo</b>

# The Odd Kitten

Long ago, there was a kitten called Tim.

The rest of the kittens ran in a pack from sunup to sunset.

Tim did not run with the kitten pack.

Mostly, Tim just sat on his mat.

As the kitten pack ran past Tim, one called, “Tim, get up off that mat and run with us.”

“No,” said Tim. “I am thinking.”

“Tim, you are an odd kitten.”

“Yes, I am, but can ten kittens fit in a bucket?” asked Tim.

“Let’s find out!” yelled the kitten pack.

Ten kittens all crammed into a bucket. They got stuck.

Tim watched them from his mat.

When the kittens got unstuck, they went over to Tim. “That was a bad idea.”

Tim nodded. “Yes, it was, but can a kitten fry an egg in a volcano?”

“What is a volcano?” asked the kitten pack.

Tim’s reply was, “It is that big hot hill over there.”

“Let’s find out!” yelled the kitten pack.

The kittens ran off to find an egg.

When they had an egg, the kitten pack ran off to conduct the egg test.

Tim grinned. “They will not be back until sunset.” He went over to the snack dish and snatched up every snack. Then he went back to his mat for a long nap in the sun.

### Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



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It was sunny and hot when the lady was on a trip.

The video equipment had a problem.

The funny kittens got an egg and ran to a volcano.